PATH ANALYSIS OF BEHAVIORAL INTENTION OT TECHNOLOGY ACCEPTANCE AMONG ELDER SCHOOL TEACHERS AS PREDICTED BY SOCIAL SUPPORT RESOURCES, PSYCHOLOGICAL CAPITAL AND CAREER COMMITMENT

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ABSTRACT

This study aimed to empirically investigate the intention towards acceptance of technology further examining proposed models that have evolved from the technology acceptance model (TAM). The purpose of the study is to provide actual data on the acceptance of technology-based instructional materials. An adopted survey questionnaire was conducted to gather data from 300 elementary and secondary elder school teachers of the Department of Education—Schools Division Office of Cotabato, Magpet East and West Districts from the Municipality of Magpet, Cotabato. A structural equation model (SEM) with a multiple regression analysis was conducted to examine quantitative data. The results revealed that elder teachers have very high levels of behavioral intention to accept new technologies. Furthermore, they exhibit high levels of social support resources, psychological capital, and career commitment. A significant relationship was identified between behavioral intention and psychological capital and social support resources, but not significantly correlated with their career commitment. Findings further show that the intention to use technology-based instructional materials is directly and significantly predicted by social support resources, psychological capital, and career commitment. Additionally, the model fit variable showed that the model demonstrating the relationship between social support resources and career commitment, as well as its impact on psychological capital and behavioral intention to accept technological resources, was the best fit model of behavioral intention to accept technological resources. This model demonstrates the direct influence of social support resources and career commitment on elder teachers' intent to integrate technological learning resources. The results provide as a starting point for additional research and as a tool for problem-solving regarding elder teachers' intentions to integrate technology as a guide for effective decision in the design and development of training and techniques. Further, the results can also be used in the resource allocation procedure to guarantee the growth of elder teachers receiving technical support, hence enhancing educational preparation of numerous top pedagogical environment designers.

Keywords: *elder School Teachers, social support resources, psychological capital, career commitment, behavioral intention, technology acceptance, path analysis, structural equation modeling, multiple regression, Magpet East and West Districts, Magpet, North Cotabato.*

INTRODUCTION

One of the key developments of the modern period that significantly aids in the development of students for the 21st Century is the use of technology and various multimedia

elements in classroom education. The impact of technology on all facets of modern life cannot be denied; it can be said that ICT plays significant roles in the workplace, business, education, and entertainment by altering a number of working conditions, handling, and exchanging information, particularly in teaching methods and various learning approaches, as well as in accessing ICT.

By highlighting the role of teachers in the 21st century learning in the transformation of classrooms into a more creative learning environment, the use of technology in instruction further enhances the learning and skills of the students in the classroom (Ratheeswari, 2018). This allows the educators to create engaging and understandable learning session for students in all academic levels. Education should exert effort in adapting and embracing computer-based training considering that technology and its huge significance, had transformed all aspects of society computer-based training (Dalle et al., 2021). Since 2020 education has substantially shifted in a more technologically demanded instruction and tolly converted a need into a requirement, as the emphasis of classroom instruction shifts to a more difficult non-traditional instrument (Paje et al., 2021).

Expectation on integration of technology different from reality (Hyndman, 2018). Research across different areas of the world reported a significant increase as to the number of teacher who resorted into quitting their job sooner than the projected with school closure leading to its transition to new form of teaching and learning modalities.

Globally, eight percent of teachers leave their profession each year contributing to National Education Association's indicated 55% of teachers leaving or retiring earlier than expected (Will, 2022). The percentage of teachers planning to work in the field until retirement decreased significantly from 74 percent in March 2020 to 69 percent in March 2021 as reported by the Rand American Teacher Panel. The proportion of teachers who are unsure of their desire to remain in the field increased from 16 to 22%. The average likelihood that teachers will leave their professions during the next five years rose from 24% to 30%. Moreover, also teachers accounted pandemic-related challenges laid a significant emphasis on technology topped the reasons of them leaving or retiring (Camp et al., 2021).

Taking into account the perspectives of educators who have reevaluated their jobs and now divide their time between teaching, interacting with students, and administrative tasks. How to successfully integrate digital tools into the classroom is one of the top three technology-related challenges facing educators contributing to 45% of teachers struggle in this area (Klein, 2021).

On the other hand, in the Philippine context, technical challenges and navigating uncharted rural areas have resulted in extraordinarily high levels of stress, which have caused some teachers to purposefully abandon their positions and resulted in higher work hours (Diliberti et al., 2021). Furthermore, one of the major challenges, teachers encounter when utilizing technology is a lack of knowledge and training. Hence, it is believed that teachers face difficulties such as time restraints, a lack of resources, and sluggish internet connections, all of which make teaching challenging (Muslem & Juliana, 2017).

Due to the arrival of technological advancements and their major impact on education, teachers may have encountered a variety of challenges. Given how dependent education has become on digital tools, the issue has highlighted the need to improve teachers' digital literacy. While many teachers have already begun using a variety of digital tools, many still lack the necessary knowledge, abilities, and resources to create high-quality online learning materials. Elder teachers are undoubtedly the ones who suffer the most from these innovative changes in education (Belleza et al., 2021)

Intention to adopt technology is considered a developmental process (Straub, 2009). Social factors, such as administrators' attitudes about the use of technology, have a significant influence on teachers' intentions to include technology into their lesson plans (Dalle et al., 2021). Because of this, it is assumed that a wide range of variables affect elder school teachers' behavioral intention to embrace technology. This study looks at three behavioral factors that influence whether or not elder teachers want to use technology in the classroom. The researcher

is motivated to investigate into this study, more precisely by the aspects that are taken into account and are significant to this research.

Lastly, in light of the many studies on technology integration, recent research has studied and focused on the relationship between technology integration and academic performance. Studies that take into account crucial aspects that might influence teachers' inclination to use unconventional teaching approaches are few and rare. As there hasn't been a local recorded study of concern, this study will also attempt to fill a gap in the local literature by analyzing the behavioral intentions of elder teachers toward technology acceptance as influenced by important social, psychological, and personal aspects. The findings can serve as a springboard for further investigation and as a tool for problem solutions. The challenge of providing technical assistance to elder teachers would be a new benchmark in training delivery and increasing educational preparation. This research study has been written in order to have a complete grasp of the condition of many top designers of the pedagogical environment.

FRAMEWORK

According to Teo (2019) the most popular theories and models used to understand the factors of users' intention towards technology integration have their roots in information sciences and social psychology. These theories and models include the theory of planned behavior (TPB, Ajzen, 1991), the Unified Theory of Acceptance and Use of Technology (UTAUT, Venkatesh et al., 2003), and the Theory of Reasoned Actions (1988)

The Theory of Planned Behavior has been widely used to forecast and alter behavior, especially behavior involving the use of technology (Ajzen, 2020). This is behavior-focused and frequently utilized for the prediction and modification of human actions. The TPB states that attitudes toward the action, subjective norms for the activity, and perceived control over the behavior all influence behavioral intentions, which are the immediate predecessors of behavior (Ajzen & Kruglanski, 2019).

On the other hand, according to the Unified Theory of Acceptance and Use of Technology, behavioral intention governs how people actually use technology (Venkatesh et al., 2016). According to the UTAUT, four main constructs—performance expectancy, effort expectancy, social influence, and facilitating conditions—have a significant impact on user intentions to utilize an information system (Teo, 2019).

Researchers also looked into individuals using the Theory of Reasoned Actions. Environment was accountable for affecting behavior according to the link between TRA components (attitudes, subjective norms, behavioral intentions, and actual behavior) (Mishra et al., 2014).

METHOD

Research design

A descriptive-correlational research design is the main quantitative technique applied in this study. The description of the responses on each variable's dimensions was ascertained by the researcher initially. On the other hand, correlation is the term for the statistical measure of a relationship between two or more variables. It serves as an example of how one variable could forecast another. In this study, the quality of the respondents' responses was evaluated. The correlation of the pertinent variables was then established.

A detailed analysis was performed. The data was subjected to additional investigation in order to be evaluated. The links between the variables using a route analysis was examined. Users can look at influence patterns in a system of variables using a statistical technique known

as path analysis. It is one of many types of generic linear models that take the influence of several dependent variables on a number of predictor factors into account.

Path analysis examined how several predictors impact a criteria variable, much like multiple regression does. Because it may evaluate two or more criteria variables simultaneously, it differs from multiple regression (Allen, 2017). Since it provides the most information about the relationships between variables, path analysis is regarded as valuable (Webb, 2004).

Respondents

300 elder teachers—those who are 45 years of age or elder—who are currently employed for 2022–2023 academic year, as classroom teachers in elementary and secondary schools in the Municipality of Magpet served as the study's respondents. They were selected using purposive sampling, with age serving as the primary criterion for inclusion on the research respondents.

Instruments

The key data was gathered using the adopted survey questionnaire and categorized into the following constructs: respondents' behavioral intentions toward technological acceptance, social support resources, psychological capital, and career dedication. The Likert scale model was used to create the survey items, and the higher the score, the more support, psychological capital, commitment, and intention to use technology was indicated. The scale had values ranging from 1 for "strongly disagree" to 5 for "strongly agree."

The statements under the social support resources were evaluated using the three sources of support—organizational support, immediate supervisory support, and coworker support. There are 9 questions on the survey about organizational support, 7 about support from the direct supervisor, and 7 about support from coworkers. The information was gleaned from Park's 2003 study, "The Effects of Social Support at Work on Job Demands, Job Control, Depression, Job Performance, and Absenteeism," which showed high internal reliability with reported internal reliability scores (Cronbach's alpha) of 0.98 for organizational support, 0.88 for immediate supervisor, and 0.87 for coworker support for latent variables.

Four factors—work self-efficacy, optimism, hope, and resilience—were used to quantify the statements of psychological capital. The survey instrument for work self-efficacy, optimism, hope, and resilience has six items each. The survey scales, which were developed from the validated Thai employees' psychological capital questionnaire by Sapyaprapa, Tuicomepee, and Watakakosol, produced a satisfying internal consistent reliability score of 0.95. (2013). The stated Cronbach's alpha values for the four subscales are as follows: Resilience is 0.86, Optimism is 0.80, Hope is 0.84, and Work Self-Efficacy is 0.87. The questionnaire had adequate psychometric properties and was a useful instrument for measuring an employee's psychological capital, according to internal reliability scores.

For teachers' career commitment, the survey instrument was adapted from a study by Ayele (2014) titled "Teachers' job satisfaction and commitment in general secondary schools of Hadiya Zone, in southern nation nationality, and people of regional state" and consists of 7 items for affective commitment, 5 items for continuance commitment, and 4 items for normative commitment. It was discovered that the questionnaire's construct validity for affective commitment was 0.885, continuance commitment was 0.807, and normative commitment was 0.926. The loading factor values from variables to aspects were greater than 0.5, meeting the criteria of a loading factor value greater than 0.5. Additionally, the scales are regarded as trustworthy based on the results of the construct reliability test, which revealed a value of 0.936 for the reliability composite and a Cronbach alpha of 0.926 to acquire the composite reliability and a Cronbach alpha of > 0.7.

Weng et al. (2018) "A TAM-based study on the attitude toward use intention of multimedia among school teachers" served as the basis for the survey items under perceived utility, perceived ease of use, attitude toward using, and intention to use. The survey will be used to examine how behavioral intention affects adoption of new technologies. The survey questionnaire consists of 4 items for perceived utility, attitude toward usage, and perceived ease of use, as well as 5 items for intention to use. The Cronbach's alpha test, which was used to look at the internal consistency of questionnaires, showed that the alpha reliability of perceived usefulness was 0.862, perceived ease of use was 0.888, use attitude was 0.891, and use intention was 0.911, demonstrating scales' reliability as indicators-measuring tools.

Additionally, the researcher asked three experts to perform content validity on the downloaded research questionnaire in order to confirm the validity of the adopted questionnaire and to assess whether it is appropriate for use in pursuing the stated research objectives.

Statistical Tools

The following statistical tools were used to interpret the results:

Weighted Mean. This was used to analyze the respondents' level of social support resources, psychological capital, career commitment and behavioral intention to technological acceptance.

Pearson Product Moment Correlation. The significance of the link between the variables was evaluated using this. This study examined the relationships between the endogenous variable behavioral intention of the elder school teachers toward technology acceptance and the three exogenous variables social support resources, psychological capital, and career dedication.

Multiple Regression. This was used to investigate and to find out which independent variables are related to the dependent variable. Its objective is to predict the value of the dependent variable using the values of the independent variables. Additionally, the likelihood of drawing conclusions about the independent and dependent variables' causal relationships will be looked into. This study investigates the association between social support resources, psychological capital, job dedication, behavioral intention, and technological adoption.

Structural Equation Modeling**.** This was used to validate the models presented in this paper. To measure and analyze the relationships between latent and observable variables, this will be used. It will allow the researcher to take into account measurement error and examine linear causal relationships between variables. Both the mediator and the methods for interfering with the causal relationships are examined. The causal connections cover both direct and indirect effects.

RESULTS AND DISCUSSION

Level of Social Support Resources

The level of social support resources available to elder teachers in Magpet, Cotabato, is displayed in Table 1. Organizational support, immediate supervisor support, and coworker support were used to gauge social support resources.

Data showed that the mean level of social support resources for elder teachers was 4.00, which is considered high. The findings suggested that elder teachers frequently receive strong social support from their employer, immediate supervisor, and coworkers. After adjusting for age and marital status, Yuh & Choi (2017) found that while supervisor and colleague support predicted job satisfaction, these supports also predicted quality of life. It has a defending function for various social support systems in teachers' work experiences and assessments of their personal lives.

Additionally, businesses must ensure that workers receive enough support from their teammates and managers in order to prevent any issues that may arise in the workplace (Charoensukmongkol et al., 2016).

Elder teachers are well supported by the organization, with a category mean of 4.12, which is considered high, shows that the organization values their work and that the organization is proud of their accomplishment at work, with the highest mean being 4.23. The lowest mean score was given to the organization's capacity to assist respondents with work-related concerns (4.01). This suggests that elder teachers highly value organizational recognition of their achievements. This supports the findings of the study by Riaz, Xu, and Hussain (2018), which found a favorable relationship between employee well-being and organizational support for innovation and, in turn, innovative behavior. Organizational support should be improved, according to Kurtessis et al. (2017), to the extent that workers relate favorable treatment they have got from the company to their positive esteem. The organization should increase perceptions of organizational support by exercising judgment while giving favorable treatment.

Furthermore, Kim et al. (2016) study demonstrated that organizational commitment improved the link between organizational support and affective commitment, and that this association extended to extra-role performance. The work experience that has been found to be most closely associated to employees' emotional attachment to the organization is organizational support, which involves their view that the organization values their contributions and cares about their well-being. This relationship may be improved by more effectively meeting employees' socio-emotional needs if they believe that the organization is capable of achieving its goals and objectives—a concept known as perceived organizational competence.

Elder teachers likewise hold their immediate supervisor in high regard, with a category mean of 3.84. Additionally, with the highest mean of 4.23, elder teachers receive important information more frequently and who are treated with care and concern. Furthermore, with lowest mean score of 3.49, elder teachers were receiving unhelpful criticism. This means that elder teachers understand the importance of their immediate supervisor position since they offer valuable information despite frequently receiving unhelpful criticisms. Derrington & Campbell (2015) assert that effective principal leadership is essential for the implementation of required, highly accountable teacher evaluation systems. Understanding principals' impressions, responses, and concerns is crucial for effective change and assistance during implementation given the scope and complexity of change at the school level. Research on leadership for change during accountability and reform that takes into account both principals' concerns and their opinions of implementation assistance thereby advances both the theory and practice of leadership for change.

As one of the social support resources, coworkers' support is highly valued by elder teachers, with a placed category mean of 4.03. Additionally, elder teachers placed the highest mean of 4.31 on receiving coworkers' assistance in solving a problem, while elder teachers place a category mean of 3.55 on it when their coworkers undermine or undercut their efforts. This implies that cooperation can improve the problem-solving abilities of elder teachers. According to Tam (2015) a professional learning community which features collaboration are development of a coherent structure, a collaborative culture, and effective learning activities. These help teachers to overcome initial difficulties and induce their motivation for transformation.

Study of Vangrieken et al. (2015) on teacher collaboration found that collaboration was viewed in this context as a continuum spanning from weak team cooperation to simple aggregates of individuals. The degree of team entitativity conceptualized as the continuum seemed to be

significant concerns that offer various chances for (collaborative) learning. It is acknowledged that teacher collaboration is difficult, but it is crucial for the future as it is required to transform schools into learning institutions, in foreseeing the increasing significance of collaboration in society, and to use education as a role model for students in order to adequately prepare them for the future.

Table 1. Level of Social Support Resources

Indicators	Mean	Std. Deviation	Interpretation
A. Organizational Support			
1. My organization values my contribution to its success.	4.23	.528	High
2. My organization cares about my opinion.	4.18	.484	High
3. My organization really cares about my well-being.	4.18	.607	High
4. My organization definitely considers my goals and values.	4.15	.466	High
5. Help is available from my organization when I have a problem at work.	4.01	.625	High
6. My organization cares about my general satisfaction at work.	4.06	.556	High
7. My organization takes pride in my accomplishment at work.	4.23	.496	High
8. My organization tries to make my job as interesting as possible.	4.15	.551	High
9. My organization is willing to help me if I need a special favor.	3.91	.753	High
Category Mean	4.12	.358	High
B. Immediate Supervisor Support			
1. My supervisor gave me useful information.	4.23	.559	High
2. My supervisor showed me care and concern.	4.23	.687	High
3. My supervisor gave me help in thinking through a problem.	3.92	.973	High
4. My supervisor gave me help in the materials, supplies, or services I needed to do my job well.	3.88	.976	High
5. My supervisor gave me praise and showed appreciation toward me.	3.66	1.201	High
6. My supervisor gave me criticism that wasn't helpful.	3.49	1.595	High
7. My supervisor undermined or undercut my efforts.	3.52	1.493	High
Category Mean	3.84	.809	High
C. Co-workers Support			

1. My co-workers gave me useful information.	4.27	.575	High
2. My co-workers showed me care and concern.	4.23	.612	High
3. My co-workers gave me help in thinking through a problem.	4.31	.649	High
4. My co-workers gave me help in the materials, supplies, or services I needed to do my job well.	4.17	.567	High
5. My co-workers gave me praise and showed appreciation toward me.	4.16	.575	High
6. My co-workers gave me criticism that wasn't helpful.	3.56	1.295	High
7. My co-workers undermined or undercut my efforts.	3.55	1.288	High
Category Mean	4.03	.673	High
Overall Mean	4.00	.436	**High Level of Social Support Resources**

Level of Psychological Capital

Table 2 shows the level of psychological capital of the elder teachers in Magpet, Cotabato. The work self-efficacy, optimism, hope, and resilience of the elder teachers were measured as indicators.

With an overall mean of 4.29, the data showed that elder teachers have a high level of psychological capital. This suggests that elder teachers exhibit a high level of psychological capital in their teaching career, including self-efficacy, optimism, hope, and resilience. This corroborate to the study of Tosten & Toprak (2017) which revealed that teachers exhibit high levels of positive psychological capital across all domains, including self-efficacy, optimism, trust, extraversion, and hope, all of which boost positive emotional behavior. Kun and Gadanecz (2022) further concluded that optimism and hope are two inner psychological resources that are particularly connected with workplace well-being and happiness.

Elder teachers have a high regard for work self-efficacy with a category mean of 4.14, as they are confident in analyzing a long-term problem and coming up with a solution, having the highest mean of 4.27, and about feeling confident approaching people outside the company (such as suppliers or customers) to discuss problems, having the lowest mean of 4.07.

This indicates that elder teachers have a propensity towards approaching issues analytically in order to solve them with the assistance of persons outside of their workplace. Teachers' self-efficacy, or their confidence in their ability to successfully manage the responsibilities, demands, and problems associated with their professional activity, has a significant impact on essential academic outcomes (including students' progress and motivation) and workplace well-being (Barni et al., 2019). Khan and Qazi (2015) found that, with the exception of decision-making and the capacity to influence school council/authorities, general self-efficacy influenced all aspects of teachers' efficacy.

With a category mean of 4.28 elder teachers are seen as having a high optimism about teaching and a belief that there is always a positive aspect to every challenge at work with the highest mean was 4.42 and elder teachers have a tendency to persist with it no matter what the problem with the lowest mean of 3.86. This suggests that teachers are very upbeat regarding the issues they frequently face. This in concordance with the result of Tosten & Toprak (2017) study, as teachers self-reported perceptions show they have quite high levels of positive psychological capital (all self-efficacy, optimism, trust, extraversion, and hope dimensions). Being optimistic they have goal-directed energy and ways to use that energy to achieve their goals even in the face of difficulties and stress they feel at work.

In terms of hope, elder teachers exhibit high level of hope as they try to find more ways to improve, when performance appraisal was less than the expected goal to start to do better with the highest mean of 4.54 while at the present, they are energetically pursuing their work goals has the lowest mean of 4.32. This results of 4.38 category mean for the hope indicator described as high. This suggests that performance appraisal provides a strong sense of motivation and is therefore, supplying individuals with the drive they need to make and pursue personal goals.

According to Elliott (2015) various aspects of successful performance appraisal is essential. Enhanced understanding of performance appraisal highlights the importance as a discursive approach to building teaching quality. In addition, teacher appraisals influenced teacher performance thereby application of the appraisal system to motivate teachers and thereby improve the performance of learners (Kagema & Irungu, 2018).

Furthermore, elder teachers show a high resiliency level with a category mean of 4.35, it is exhibited by elder teachers trying to make succeed again from a work failed with the highest mean of 4.48 while they usually take stress things at work in stride has the lowest mean of 4.26. This implies a general tendency to positively judge events that happen to them and hope that the future brings successful results.

This supports the findings of Hasnain et al. (2017) that public school teachers exhibit higher resilience and significantly superior performance. Researchers Ainsworth and Oldfield (2019) found that contextual impacts on teachers' capacity to thrive in their profession are just as significant as individual influences when identifying individual and contextual level characteristics that may enhance resilience in teachers. Programs and interventions available aimed at fostering teacher resilience places a strong emphasis on enhancing both the working environment and teachers' own resources.

Table 2. Level of Psychological Capital

Indicators	Mean	Std. Deviation	Interpretation
A. Work Self-Efficacy			
1. I feel confident in analyzing a long-term problem to find a solution.	4.27	.517	High
2. I feel confident contacting people outside the company (e.g., supplier, customers) to discuss problems	4.07	.441	High

3. Although supervisor assigns me an extra job which I never had done it, I still believe in my ability that I can do it.	4.08	.595	High
4. I am confident in my performance that I can work under pressure and challenging circumstances	4.15	.425	High
5. I feel confident that I can accomplish my work goals.	4.17	.444	High
6. If organizations transform new working systems which is difficult to understand, I am still confident that I can learn new things from this system.	4.17	.588	High
Category Mean	4.15	.423	High
B. Optimism			
1. I'm optimistic about what will happen to me in the future as it pertains to work.	4.29	.567	High
2. At work, I always find that every problem has a solution.	4.35	.584	High
3. I believe that all the problems occurring at work always have a bright side.	4.42	.521	High
4. If I have to face with a bad situation, I believe that everything will change for the better.	4.40	.517	High
5. I believe that success in the current work will occur in the future.	4.35	.567	High
6. I always stick with the problem and found that the problem cannot do anything.	3.86	1.197	High
Category Mean	4.28	.420	High
C. Hope			
1. At the present time, I am energetically pursuing my work goals.	4.32	.488	High
2. I have several ways to accomplish the work goal.	4.34	.490	High
3. When I found that my performance appraisal was less than the expected goal, I am trying to find the ways to improve, and then start to do better.	4.54	.531	Very High
4. Now, I feel that I am energetic to accomplish the work goal.	4.40	.530	High

5. When I set goals and plan to work, I will be concentrated to achieve goal.	4.34	.564	High
6. I work as the goals set by the belief that "Where there is a will, there is a way"	4.37	.578	High
Category Mean	4.38	.449	High
D. Resilience			
1. I usually manage difficulties one way or another at work	4.36	.593	High
2. I usually take stress things at work in stride.	4.26	.562	High
3. Although my work is failed, I will try to make it succeed again.	4.48	.500	High
4. Although too much responsibility at work makes me feel awkward, I can go through work successfully.	4.40	.566	High
5. I am undiscouraged and ready to face difficulties at work.	4.31	.550	High
6. When I am faced with disappointments at work, "I fell but I could quickly get through".	4.31	.471	High
Category Mean	4.35	.435	High
Overall Mean	4.29	.307	**High Level of Psychological Capital**

Level of Career Commitment

The level of career commitment among elder teachers in Magpet, Cotabato, is displayed in Table 3. As indicators, constructs pertaining to teachers' levels of affective, continual, and normative commitment were assessed.

Data on the level of career commitment among elder teachers indicate a high level of career commitment, with a mean score of 4.22. This suggests that elder teachers are deeply committed to their line of work. This complements a study on teacher commitment by Fransson and Frelin (2016), which indicated that teachers with more than 15 years of experience in the classroom usually have sustained high levels of dedication throughout their employment. Additionally, dedication shows whether "teachers feel it is worthwhile to try to do their best" and shows how slightly stronger professional commitment among the teachers (You & Conley, 2015). According to Shafq et al. (2016), the low degree of teacher commitment to their organization would lead to a low sense of duty and low educational standards.

With a category mean of 4.56, elder teachers have demonstrated a very high level of affective commitment. This is likely due to their conviction that the teaching profession has a great deal of personal significance for them, as evidenced by the highest mean of 4.76, which is considered to be very high. The lowest mean of 4.25 that is characterized as high, indicates that teachers do not mix their own problems, emotions, and feelings towards their professional work. This indicates that elder teachers have a strong emotional and professional commitment toward their profession. According to Kartika & Purba (2018) affective commitment has been identified as having the greatest effect on organizational outcomes. Employees with high affective

commitment are less likely to leave their organizations (Nehmeh, 2009; Vandenberghe & Tremblay, 2008).

Elderly teachers exhibit a high level of continuance commitment, as indicated by their category mean of 4.10, as they believe it would be difficult for them to change careers at this time with the highest mean of 4.21, further they consider not to leave teaching right now because teachers have a sense of obligation to teaching with the lowest mean of 3.99. The finding implies that elder teachers' purpose to stay is influenced by their devotion to the organization and would result paying a significant price to leave.

Teachers' decisions and/or intentions to leave or stay in their organizations are significantly influenced by investments (Mousa & Alas, 2016). In light of this, Sharma & Sinha (2015) contend that an employee's perceived cost of leaving the organization rises as their age and length of service do. When deciding whether to leave their positions, employees could also evaluate their pension, knowledge, work stability, and unused vacation time (Sharma & Sinha, 2015). Teachers are dedicated because they feel compelled to remain at their schools, according to Mousa & Alas (2016), people only behave in this way when they believe that the company principles align with their own.

Elder teachers exhibit also a high level of normative commitment with a category means of 4.00 as teachers have a strong sense of belonging to teaching with the highest mean of 4.11 and that they would feel guilty if they left the teaching profession with the lowest mean of 3.84. This implies that teachers' high sense of responsibility holds them back from quitting teaching profession. It reflects a worker's duty to remain with his company (Bryant et al, 2007).

According to Tarigan & Ariani (2015), a person's sense of obligation toward the organization as well as their investment of time and money in it can both strengthen normative commitment. Employees with strong normative commitment also feel obligated to repay the business for the benefits they received by working hard and continuing to do so (Meyer et al., 1993 as cited in Tarigan & Ariani, 2015). Employee normative commitment is underpinned by a sense of loyalty and obligation, which encourages people to stick with the company because they feel obligated to (Clugston, 2000).

Table 3. Level of Career Commitment

Indicators	Mean	Std. Deviation	Interpretation
A. Affective Commitment			
1. Teaching profession is important to teachers' self-image.	4.56	.510	Very High
2. Teachers believe that school image is teachers' image.	4.68	.480	Very High
3. Teachers are proud to be in their teaching profession.	4.69	.470	Very High
4. Teaching profession is a great deal of personal meaning for teachers.	4.76	.431	Very High
5. Teachers are emotionally attached to teaching.	4.55	.511	Very High
6. Teachers encourage each other to complete the task timely with full dedication and accuracy to increase productivity of school.	4.44	.504	High

7. Teachers do not mix their feeling, emotions and personal problems in the profession work.	4.25	.527	High
Category Mean	4.56	.361	Very High
B. Continuance Commitment			
1. Changing teaching profession now would be difficult for teachers	4.21	.569	High
2. Too much of teachers' life would be disrupted if teachers' were to change their teaching profession now.	4.02	.523	High
3. For teachers personally, the cost of leaving teaching would be far greater than the benefit.	4.18	.491	High
4. Teachers would not leave teaching right now because teachers' have a sense of obligation to teaching.	3.99	.480	High
5. Teachers will not change teaching if teachers' offered better working condition and safety in other sector.	4.11	.493	High
Category Mean	4.10	.372	High
C. Normative Commitment			
1. Teachers' would feel guilty if they left the teaching profession.	3.84	.757	High
2. Teachers are in the teaching profession because of the sense of loyalty to it.	4.07	.626	High
3. Teachers have a strong sense of belonging to teaching.	4.11	.495	High
4. Teachers dislike those who hamper the image of teaching.	3.98	.712	High
Category Mean	4.00	.558	High
Overall Mean	4.22	.323	**High Level of Career Commitment**

Level of Behavioral Intention to the Acceptance of Technology Teaching Materials

Table 4 shows that level of behavioral intention to the acceptance of technology teaching materials. Constructs about perceived usefulness, perceived ease of use, attitude toward using and intention to use were measured as indicators.

With a category mean of 4.52, the data showed that elder teachers have a very high level of behavioral intention to accept technological instructional resources. This suggests that elder teachers are open to incorporating electronic teaching aids into their lessons. Multimedia teaching resources are extensively used in many disciplines, according to Weng et al. (2018) and building a multimedia teaching environment and filling up the information facilities to help teachers will significantly improve the quality and effectiveness of instruction. According to Muhaimin et al.

(2019), a key element in a technology's success as a learning tool is the teachers' purpose to use it. Additionally, Baturay et al. (2017) claim that adopting technology demands a paradigm shift and takes time. Particularly important factors include teachers' readiness, behavior, and perception of the technology adoption or integration process.

In terms of perceive usefulness, data revealed a category mean of 4.69 described as very high. Elder teachers noted that using multimedia material in their class helps them to control the pedagogy with the highest mean of 4.76 described as very high and using the multimedia material in their class enhances their teaching performance with the lowest mean of 4.66 described as very high. This indicates that elder teachers regard the pedagogical potential of the digital tools and the tasks that go along with it to be valuable and conducive to improving teaching performance. Technology use has grown to be a critical component of learning both within and outside of the classroom, according to Ahmadi & Reza (2018) where learning has benefited from and been enhanced by the use of technology. Teachers can modify class activities thanks to technology, which improves student learning. Technology's significance as a tool to assist teachers in facilitating learning for their students keeps growing.

Raja & Nagasubramani (2018) believed that as technology has transformed the field of education the importance of technology in schools cannot be disregarded. In fact, with the beginning of computers in education, it has become easier for teachers to convey knowledge and for pupils to absorb it. Domingo and Garganté (2016) provided evidence to support their claim that the two main effects of technology in the classroom are to make information more accessible and to make learning more engaging. With this understanding of how technology affects learning, teachers may be better able to take advantage of the affordances of technology and multimedia resources that actually enhance some aspects of teaching practice.

Results indicate a category mean of 4.60, which is considered to be quite high in terms of perceived ease of use. The greatest mean of 4.71, which is defined as very high, indicates that elder teachers find it simple to apply multimedia content in their classes. The lowest mean of 4.40, which is regarded as high, indicates that elder teachers find it simple to develop multimedia skills. This suggests that elder teachers who have mastered digital abilities find it easier to include electronically assisted lessons.

Tsai (2015) asserts that even elder teachers with extensive teaching experience who lack proper technology skills or must overcome other obstacles can successfully integrate technology into the classroom. In addition, external factors like poor technology management had an impact on the teacher's implementation of technology integration, according to the analytical results. The teacher's perspectives on technology integration ranged from "technology as a tool for teaching" to "technology as a learning activator." Building on current pedagogical content knowledge, the instructor also established a technological-pedagogical-content knowledge base. Furthermore, Information and Communication Technologies (ICT) tools—particularly digital teacher competence and possibilities for teacher education to teach digital competence—are crucial for adapting to multimedia technologies (König, Jäger-Biela & Glutsch, 2020).

Additionally, with a category mean of 4.37, elder teachers have a high level of attitude toward adopting multimedia. Elder teachers observed that the use of multimedia in the classroom is good, with the highest mean of 4.58 being characterized as very high and the statement with the lowest mean of 4.30 being characterized as high pertains to the favorable use of the multimedia material in class. This indicates that elder teachers have positive attitude towards multimedia utilization.

Babiker & Elmagzoub (2015) claimed that for multimedia to have any significant effect on education, the educational multimedia applications must be designed by the teachers of those classes. concludes that we must and need as educators to create our own multimedia applications if we really want to make use of the multimedia applications as an effective tool in education. Abdulrahaman et al. (2020) noted that multimedia technologies have demonstrated to be a veritable strategy for closing the gap in the provision of unrestricted access to high-quality education and improved student performance. They also came to the conclusion that the majority of multimedia solutions deployed for teaching and learning target the solution to the pedagogical content of the subject of interest and the solution's user audience while the success of the various multimedia also depends on the attitude of the teachers.

Lastly, with it comes to elder teachers' intention to use, they exhibit high level of intent to use with a category mean of 4.43. Elder teachers love to use multimedia materials in their class with the highest mean of 4.54 described as very high and they tend to use using multimedia material in their class with the lowest mean of 4.34 described as high. Data implies that elder teachers are incorporating technology to the teaching methods in formal education as one of the key factors for the improvement of the teaching-learning process.

To ensure that our kids succeed as the innovators of the future as they are defined, Alismail & McGuire (2015) stress the need for an instructional change in education and describe techniques that let students improve these talents. Teachers are crucial in motivating students by connecting their existing knowledge with real-world experiences and giving them the opportunity to create and interact while utilizing cutting-edge technology. The advantages of incorporating multimedia into the classroom include giving students the chance to improve their academic and social abilities as they share information, communicate ideas, and organize their opinions while putting together a project or conducting research through novel classroom experiences.

Table 4. Level of Behavioral Intention to the Acceptance of Technology Teaching Materials

Indicators	Mean	Std. Deviation	Interpretation
A. Perceived Usefulness			
1. Using multimedia material in my class helps me to control the pedagogy.	4.76	.458	Very High
2. Using the multimedia material in my class enhances the teaching performance.	4.66	.499	Very High
3. I find the multimedia useful in my class.	4.67	.498	Very High
4. Using multimedia materials makes it easier to catch individual students' needs.	4.68	.556	Very High
Category Mean	4.69	.410	Very High
B. Perceived Ease of Use			
1. It is easy to become skillful at using multimedia materials.	4.40	.589	High

2. I find it easy to apply the multimedia material in my class.	4.71	.593	Very High
3. Using multimedia materials is easy and understandable.	4.60	.560	Very High
4. Using multimedia materials is more flexible to teach than traditional one	4.68	.492	Very High
Category Mean	4.60	.466	Very High
C. Attitude towards Using			
1. Using multimedia material in class is good.	4.58	.519	Very High
2. My using multimedia material in class is favorable.	4.30	.489	High
3. It is a positive influence for me to use multimedia material in class.	4.31	.471	High
4. I think it is valuable to use multimedia material in class.	4.32	.496	High
5. I think it is a trend to use multimedia material in class	4.32	.496	High
Category Mean	4.37	.416	High
D. Intention to Use			
1. I tend to use using multimedia material in my class.	4.34	.554	High
2. I increase the occurrences of using multimedia materials in class.	4.40	.490	High
3. Using multimedia materials in my class to enhance students' learning interest.	4.38	.487	High
4. I'd love to use multimedia materials in my class.	4.54	.498	Very High
5. I use multimedia materials to provide multi-approaches on teaching.	4.49	.500	High
Category Mean	4.43	.417	High
Overall Mean	4.52	.283	**Very High Level of Behavioral Intention to the Acceptance of Technology Teaching Materials**

Correlation of Elder Teachers' Behavioral Intention to Technology Acceptance, Social Support Resources, Psychological Capital and Career Commitment

The correlation between social support, psychological capital, career commitment, and intention to technology acceptance is shown in Table 5. The findings indicate a substantial link between social support, psychological capital, and job commitment and behavioral intention to use new technology (p-value=.05).

The behavioral desire to accept technology among elder school teachers is significantly correlated with social support resources (r=.288**, p=.000). This implies that the adoption of new technologies by elder teachers would be essentially increased by the expansion of social support resources. There have been observed significant correlations between social support resources and behavioral intention to technological acceptance.

This finding is consistent with the study by Al-Ajmi and Aljazzaf (2020), which demonstrated that teachers have favorable perceptions of multimedia technologies. This is influenced by factors, with social factors playing a significant role, such as organizational, immediate superior, and even coworker support. Other significant factors include facilitation, motivation, performance, behavioral, social, pedagogical, and effort factors.

It is further corroborated by a study by Ertmer et al. (2012) that found that administrators' support and personal learning networks played crucial roles in influencing the teachers' use of technology in the classroom. If the most appropriate and efficient service delivery is used inside the classroom environment, educational media and multimedia technologies are inestimably relevant to teaching and learning activities, according to OD & EI (2014) as the market for educational media and multimedia technology keeps expanding, educators should work to hone their knowledge and expertise in the creation and production of educational media and multimedia technology. Teachers' intentions to use digital technologies would essentially develop as a result of the technology resources made available by the enterprise or organization.

In the same way, result show that there is a significant relationship between psychological capital and the behavioral intention of the elder teachers to technological acceptance (r=.305**, p=.000). This implies that the adoption of new technologies by elder teachers would be essentially increased by the influence of their psychological capital. There have been observed significant correlations between psychological capital and behavioral intention to technological acceptance.

Ortega-Maldonado, A., and Salanova, M. (2018) found a direct correlation between psychological capital and satisfaction to technology utilization, underscoring the significance of this psychological concept in academic settings. Given that psychological constructs connected to self-efficacy, optimism, hope, and resilience that affect work engagement, Seger Handoyo et al. (2018) came to that conclusion. The study by Albion and Ertmer (2002), which came to the conclusion that information technology adoption and use in education are successful, focuses on teachers' own philosophical beliefs and how these influence the successful integration of technology. The use of technology to impact teachers' visions and beliefs, as well as modifying teachers' opinions, beliefs, and behavior, are among the highlights.

In addition, Ertmer et al., (2012) concluded that teachers’ enacted beliefs, particularly in terms of classroom technology practices most teachers indicated that internal factors (e.g., passion for technology, having a problem-solving mentality) and support from others (administrators and personal learning networks) played key roles in shaping their practices. Teachers noted that the strongest barriers preventing other teachers from using technology were their existing attitudes and beliefs toward technology, as well as their current levels of knowledge and skills.

Lastly, there is no significant relationship between the behavioral intention to use multimedia when analyzed according to their level of career commitment as shown in the p-value that is greater than 0.05 and correlation coefficient of 0.109. This means that elder teachers who have low career commitment are most likely to have low behavioral intention to technological acceptance. Furthermore, there is no correlation between the career commitment and behavioral intention to technology acceptance.

Teachers' career commitment, according to Selamat et al. (2013), is a crucial factor in determining the success of educational reform and the efficacy of schools because highly dedicated teachers are ready to put up extra effort to realize the school's vision and goals. Data refuted Huda et al. (2017)'s study on the use of digital tools to support educational processes, which revealed that management and process skills should be integrated into adaptive teaching competencies. These competencies included teachers' commitment to planning, time management, and technology skills that can enhance strengthening teaching performances in the application guideline in the big data era to support assessing the multi-channels of sources of knowledge to extract new insights of value in exploring the adaptive teaching competencies.

Table 5. Correlation of Elder Teachers Behavioral Intention to Technology Acceptance, Social Support Resources, Psychological Capital and Career Commitment

VARIABLES	R	p-value	Remarks
Social Support Resources and Behavioral Intention to the Acceptance of Technology Teaching Materials	.288**	.000	Significant
Psychological Capital and Behavioral Intention to the Acceptance of Technology Teaching Materials	.305**	.000	Significant
Career Commitment and Behavioral Intention to the Acceptance of Technology Teaching Materials	.109	.059	Not Significant

**Significant at .05 level*

Influence of Social Support Resources, Psychological Capital, and Career Commitment on Behavioral Intention to Technological Teaching Materials.

Table 6 presents the regression analysis which purpose is to show the significant predictors of elder teacher's behavioral intention to technological acceptance. The result indicate that social support resources, psychological capital, and career commitment were found to be significant predictors of elder teachers' behavioral intention to technological acceptance.

Social support resources significantly influence the elder teachers' behavioral intentions with regard to accepting new technology (β = -.449, p>.05). This indicates that, at the threshold of 0.05, the regression weight for social support resources in the prediction of behavioral intention to accept technology is significantly different from zero (two-tailed). Thus, there is a commensurate decrease in the elder teachers' behavioral intention to embrace technology teaching materials of -.449 for every unit increase in social support resources.

This suggests that social support resources can enhance elder teachers' behavioral intentions to accept technology. Numerous social support resource characteristics have been linked to behavioral intention and technological acceptance. According to Penuel et al. (2009), formal and informal teacher interactions have a considerable impact on the ability of teachers to implement the instructional changes necessary for ambitious school reforms. Social capital is a highly valued resource and expertise are embedded within social networks, and it is only through social ties that one has access to and can use resources to bring about change in a school's overall social structure as well as in the knowledge and resources shared by teachers during interactions.

Study of Becker & Ravitz (1999) found that teachers' sustained use of computers and exploration of online resources is associated with their increased use of constructivist teaching practices and may even change teachers' practices, revealed that where social support networks are available and where there is a sufficient technological infrastructure, computer use may be a powerful catalyst leading to more constructivist practices on the part of teachers. Further evidence for how organizations can support community-driven research collaborations to facilitate teachers' multimedia usage in the classroom in remote regions of the developing world comes from Tedford (2013) findings, which showed that interest in engaging through the Internet and receiving specialized introductory support (bridging social capital) in groups was high.

Teachers' supportive and collaborative relationships with one another, a dedication to the pedagogically sound implementation of new technologies, and principals who support teachers' participation in their own learning are all seen as highly beneficial factors. It has become increasingly important for educators to examine successful ICT implementations in order to understand precisely what makes them successful in teaching and learning (Granger et al., 2002).

The findings additionally demonstrated that psychological capital considerably and directly influences the elder teachers' behavioral intention to adopt technology instructional materials (β=.296, p>.05). Research shows that the regression weight for psychological capital in the prediction of behavioral intention to adopt technology deviates noticeably from zero at the threshold of 0.05. (two-tailed).

These results show that for every unit increase in psychological capital, the elder teachers' behavioral intention to accept technology improves by.296. This would suggest that psychological capital can boost elderly teachers' behavioral intentions to accept technology. Numerous psychological characteristics have been linked to behavioral intent and technology acceptance. Psychological capital, which includes elements of self-efficacy, optimism, and resiliency, has lately emerged as a key factor in bringing positive psychology to the workplace (Luthans et al., 2008).

In order to increase student engagement in on their learning environment, according to Ahmed et al. (2021), educational leaders should invest in psychological resources that emphasize innovation and creativity in instructional methods for teachers. This is because teachers' behavioral engagement with their innovative instructional practices has a significant impact on student engagement. Based on the research done by Wiltgen (2020), it can be concluded that even though these teachers have a limited understanding of cutting-edge technologies and their role in the educational process, how they are perceived will have an impact on their psychological capital in both positive and negative ways.

Similar to this, it was discovered that career commitment had a substantial direct influence on behavioral intention to accept technology (β =.296, p>.05). This indicates that the career commitment regression weight is significantly different from zero to the 0.05 threshold (two-tailed). This further implies that there is a comparable increase in the elder teachers' behavioral intention to technology acceptance of.296 for every unit of increase in career commitment. The acceptance of new technologies and behavioral intention have both been connected to a number of career commitment traits.

Professionally efficacious teachers are reported with higher levels of affective professional commitment. Motivation of teachers is associated with increased affective commitment, but only among experienced teachers. Higher degrees of affective professional commitment are reportedly present in teachers who are professionally effective. Only among seasoned teachers is motivation of teachers linked to greater affective commitment. Teachers' desire to grow personally throughout their careers and sense of community at work have the ability to significantly increase their affective commitment to teaching and normative commitment, which is the belief that they chose the best career decision possible (GHANI, n.d.).

When technology is used in the classroom, it signals a departure from traditional teaching techniques; nevertheless, not all teachers are equipped to commit to, interact with, and effectively use technology. According to Stanhope & Corn (2014), teachers are not always at ease using technology in the classroom, but in order for technology to be successful in their classroom, there needs to be an affective commitment. This commitment can be seen in three different ways: having a positive attitude toward using technology for teaching and learning, believing that they can learn how to use it, and having the ability to do so. Selamat et al. (2013) have suggested that policymakers and educational leaders concerned with fostering teachers' commitment should consider developing supportive work environments, involving teachers in decision making, and creating manageable work assignments.

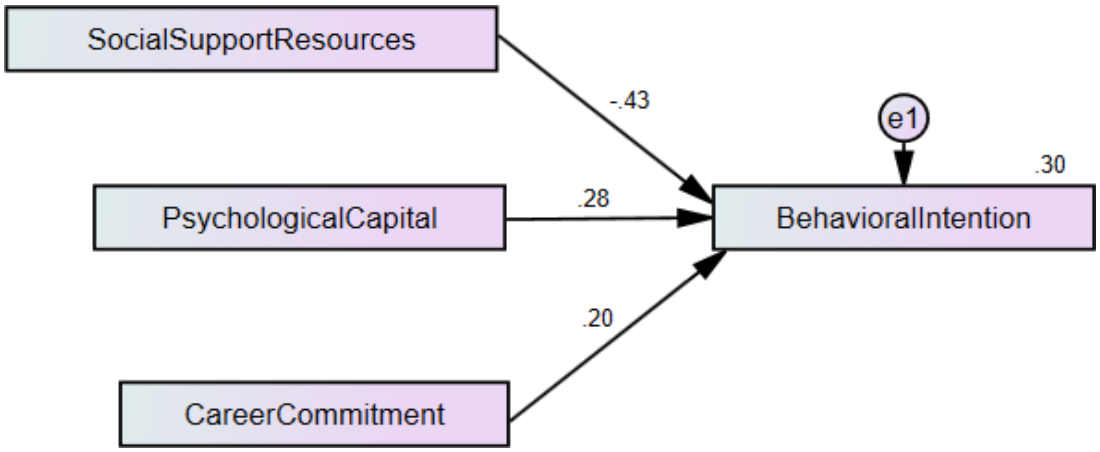
Table 6 Influence of Social Support Resources, Psychological Capital and Career Commitment on Behavioral Intention to the Acceptance of Technology Teaching Materials

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	3.755	.234		16.045	.000	
Social Support Resources	-.291	.038	-.449	-7.616	.000	Significant
Psychological Capital	.272	.052	.296	5.245	.000	Significant
Career Commitment	.182	.056	.208	3.224	.001	Significant

Note: R=.492[a], R-square=.242, F=31.515, P>.05

Structural Fit Model

The direct correlation between exogenous and endogenous factors based from the hypothesized Model 1 is shown in Figure 7. The findings indicate that a combined influence of social capital, psychological capital, and career commitment on elder teachers' behavioral intention to use new technology accounts for 30% of the variance. Teachers' behavioral intention to technological acceptance is significantly predicted by social support resources, psychological capital, and professional dedication, with beta values of .43,.28, and.20, respectively. Additionally, the results of the goodness of fit test indicated that the values did not fall beyond the bounds of the indices criterion, as indicated by the values of CMIN/DF > 3.0, (NFI, TLI, CFI, GFI 0.95), and RMSEA 0.05 with a PCLOSE >0.05. In other words, the model does not match the data.

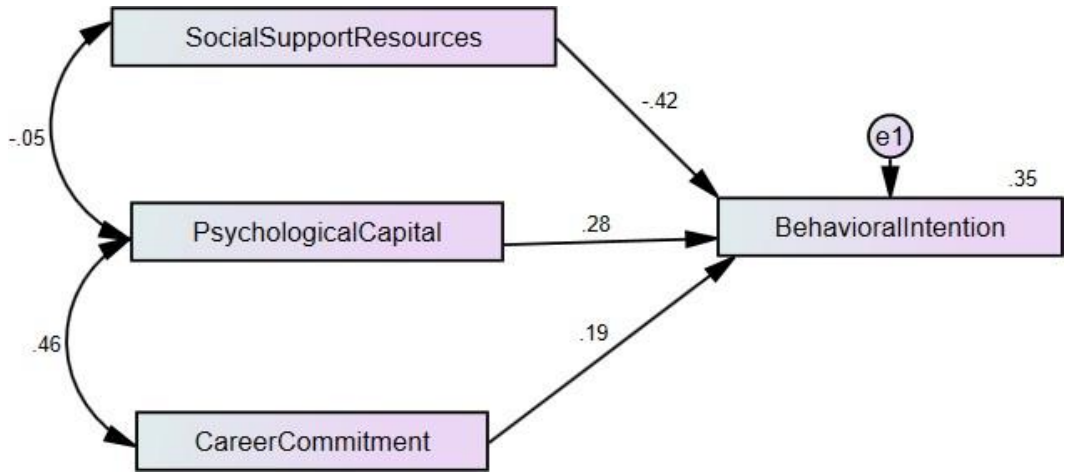


MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	51.714
P-value	>.05	.000
NFI	>.95	.348
TLI	>.95	-.311
CFI	>.95	.344
GFI	>.95	.727
RMSEA	<.05	.412
PCLOSE	>.05	.000

Figure 7. Test of Hypothesized Model 1

The outcome of the Hypothesized Model 2 is shown in Figure 8. According to the findings, a total of 35% of the behavioral intention of elder teachers to accept technology. With beta values of -.42,.28, and.19, respectively, social support resources, psychological capital, and professional commitment strongly predict behavioral intention to technological acceptance. Further evidence that the values did not meet the indices criteria was provided by the goodness of fit results, which included CMIN/DF 3.0, (NFI, TLI, CFI >0.95), and RMSEA 0.05 with a PCLOSE > 0.05. Thus, Hypothesized Model 2 is a poor fit model of teachers' behavioral intentions toward technological acceptance and does not fit the data.

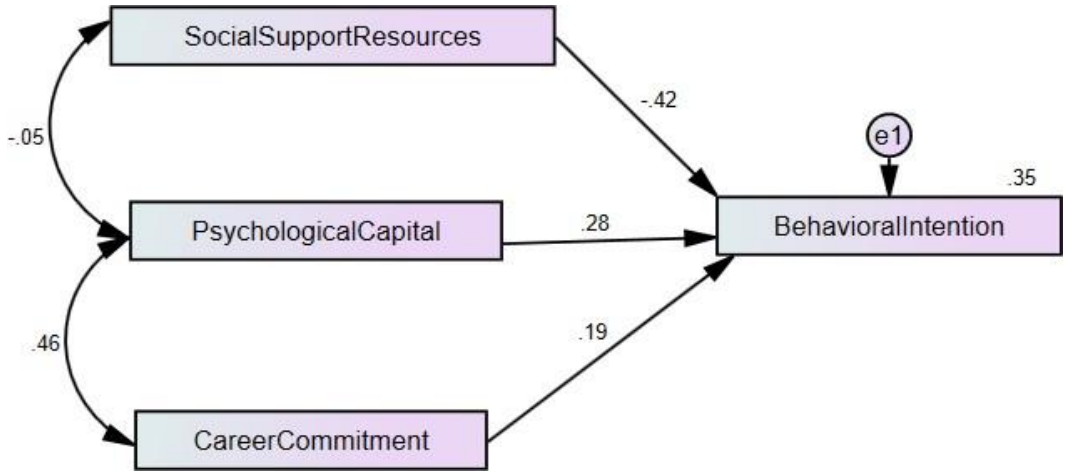


MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	90.121
P-value	>.05	.000
NFI	>.95	.621
TLI	>.95	-1.305
CFI	>.95	.616
GFI	>.95	.712
RMSEA	<.05	.546
PCLOSE	>.05	.000

Figure 8. Test of Hypothesized Model 2

The results of Hypothesized Model 3 are shown in Figure 9. Based on the findings, the combined influence of social support resources, psychological capital, and career dedication accounts for a total of 35% of the variance in elder teachers' behavioral intention to adopt new technology. Additionally, social support systems and job dedication account for 22% of the variance in psychology. With beta values of -.42,.28, and.19, respectively, the social support resources, psychological capital, and career commitment strongly predict the behavioral intention of elder teachers to accept technology. Additionally, with beta values of -.05 and.46, respectively, social support resources and career dedication have a direct impact on psychological capital. As evidenced by CMIN/DIF 3.0, (NFI, TLI, CFI, GFI >.95), and RMSEA 0.05 with a PCLOSE > 0.05, the goodness of fit results revealed that the values of were not within the range of the indices requirements. This indicates that Hypothesized Model 3 is a poor fit model of the behavioral intentions of elder teachers toward technological acceptance and does not fit the data.

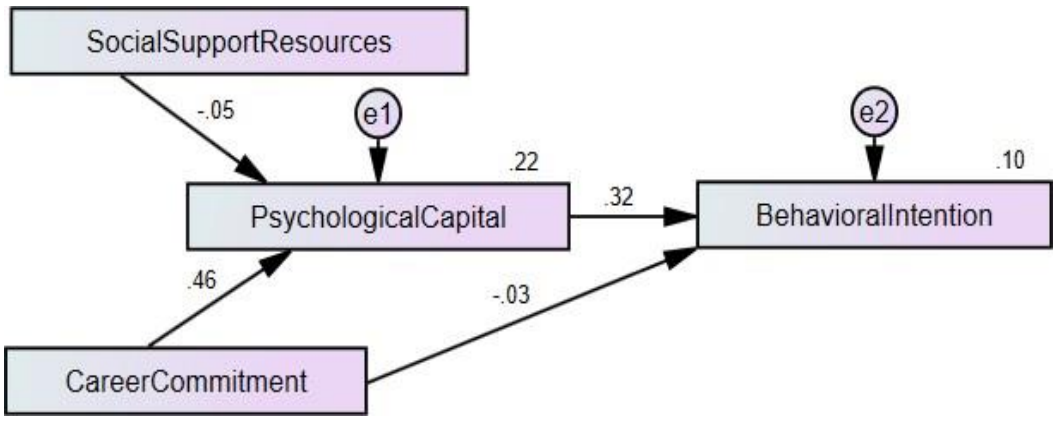


MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	90.121
P-value	>.05	.000
NFI	>.95	.621
TLI	>.95	-1.305
CFI	>.95	.616
GFI	>.95	.568
RMSEA	<.05	.546
PCLOSE	>.05	.000

Figure 9. Test of Hypothesized Model 3

Figure 10 shows the conclusion reached using Hypothesized Model 4. Based on the findings, psychological capital and career commitment together account for a total of 1o percent of the variance in elder teachers' behavioral intention to adopt new technology. Furthermore, social support systems and dedication to a vocation account for 22 percent of the variation in psychological capital. With beta values of 0.32 and -0.03, respectively, the social support resources and career commitment strongly influence the conduct of elder teachers toward technology acceptance. Additionally, with beta values of -0.05 and 0.46, respectively, social support resources and career dedication have a direct impact on psychological capital. According to the goodness of fit results, which include CMIN/DF 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA 0.05 with a PCLOSE > 0.05, the values did not fall inside the range of the indices criterion. This indicates that the. Hypothesized Model 4 does not fit the data and is a poor fit model of the behavioral intention of elder teachers to accept technology.



MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	71.816
P-value	>.05	.000
NFI	>.95	.397
TLI	>.95	-.831
CFI	>.95	.390
GFI	>.95	.736
RMSEA	<.05	.487
PCLOSE	>.05	.000

Figure 10. Test of Hypothesized Model 4

Best Model Fit Values of Behavioral Intention to Technological Acceptance

In Figure 11, standardized estimates for the proposed model 5 are shown. The findings show that psychological capital and career commitment together influenced 9 percent of the variation in elder teachers' behavioral intention to use new technology. On the other hand, social support networks and a commitment to a career account for a total of 20 percent of psychological capital. Additionally, the model shows the direct impact of social support resources and professional dedication with beta values of -.05 and.47, respectively, as well as the link between them (r=.51, p >.05). On the other hand, with beta values of -.03 and.32, respectively, it demonstrates the direct influence of social support resources and career commitment on elder teachers' behavioral intention to technological acceptance.

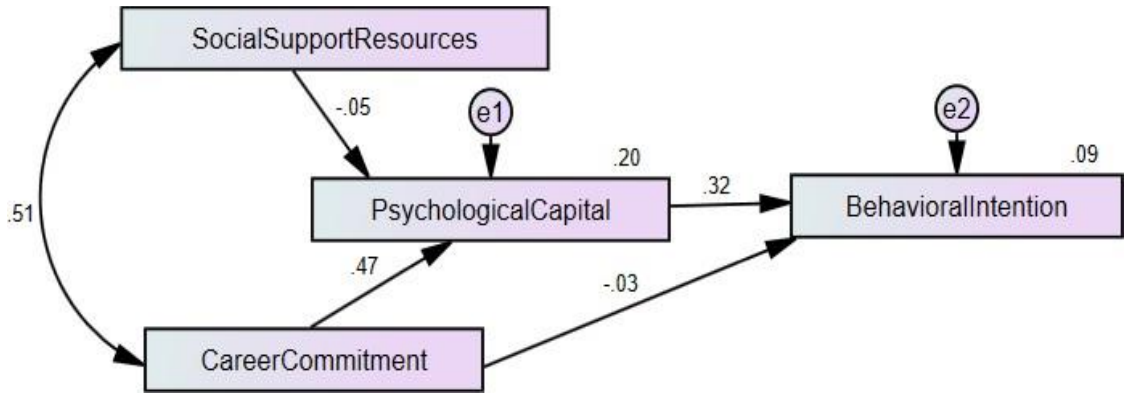


Figure 11. Test of Hypothesize Model 5

As can be seen from the model fit values below, model fit value has successfully met the requirements given by each index (CMIN/DF=53.510 with a p-value of >.05. NFI, TLI, CFI, and GFI >.95. This indicates that the model, which best explains the behavioral intentions of elder teachers toward technological acceptance, fits the data well. Arbuckle and Wothke (1999) indicated that CMIN/DF should be less than 3.0 and that the Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) should be close to 0.90, which is in agreement with this. Additionally, MacCallum et al. (1996) support the RMSEA and PCLOSE values, describing 0.01, 0.05, and 0.08 as excellent, good, and average fits, respectively, with a P of close fit (PCLOSE) that is greater than 0.05.

MODEL FIT VALUES

INDEX	CRITERION	MODEL FIT VALUES
CMIN/DF	<3.0	53.510
P-value	>.05	.000
NFI	>.95	.975
TLI	>.95	-.358
CFI	>.95	.978
GFI	>.95	.981
RMSEA	<.05	.419
PCLOSE	>.05	.000

CONCLUSION

Secondary and Elementary Elder teachers at Magpet, Cotabato exhibited high level of social support resources. Data suggests that the elder teachers frequently received strong social support from their employer/ organization, immediate supervisor, and their co-workers.

Secondary and Elementary elder school teachers at Magpet, Cotabato exhibited a high level of psychological capital, this can be drawn from their high level of work self-efficacy, optimism, hope and resilience towards their profession.

Secondary and elementary elder school teachers have a high level of career commitment. This can be attributed from their very high level of career commitment, and high level of continuance and normative commitment suggesting that these elder teachers are deeply commitment to their line of work/profession.

Secondary and elementary elder school teachers shows a very high level of behavioral intention to technological acceptance. This is rooted with their very high-level perception on multimedia usefulness and ease of use and high level of attitude toward using and their intention to these technology teaching materials. This suggest that elder teachers have high intent to incorporate and integrate technology teaching materials to their classroom.

There is a significant relationship between behavioral intention to technological acceptance when analyzed according to their level of social support resources and psychological capital; however, there is no significant correlation between behavioral intention to technological acceptance when analyzed according to their career commitment.

Social support resources, psychological capital, and career commitment significantly predict elder teachers' behavioral intention to technology acceptance.

The best fit model is hypothesized model 5 showing that the psychological capital and career commitment have a direct effect on elder teachers' behavioral intention to technology acceptance. Social support resources and career commitment have a direct effect on psychological capital. Furthermore, model shows the direct impact of social support resources and career commitment. This implies the direct influence of social support resources and career commitment on elder teachers' behavioral intention to technological acceptance.

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